

The community has demonstrated its strong support for the schools by approving several referendums and supporting numerous fundraising activities. Community members are always represented at school functions, act as mentors for students, serve as hosts for student volunteer opportunities, and frequently offer afterschool employment for Saint Anthony students.

The results are very impressive. The number of Advanced Placement tests taken by students at Saint Anthony has grown from 5 in 1994 to 240 in 2006. Over 20 percent of juniors and seniors belong to the National Honor Society.

In both 2004 and 2005, the school received five-star ratings in both math and reading from the Minnesota Department of Education.

Much of the credit for Saint Anthony Village High School's success belongs to its principal, Mr. Tom Keith, and the dedicated teachers and staff. The students and staff at Saint Anthony Village High School understand that, in order to be successful, a school must go beyond achieving academic success; it must also provide a nurturing environment where students can develop the knowledge, skills, and attitudes for success throughout life. All of the faculty, staff, and students at Saint Anthony Village High School should be very proud of their accomplishments.

I congratulate Saint Anthony Village High School in Saint Anthony Village for winning the Award for Excellence in Education and for its exceptional contributions to education in Minnesota.●

#### MORRIS ELEMENTARY SCHOOL, MORRIS, MINNESOTA

● Mr. DAYTON. Mr. President, today I honor Morris Elementary School, in Morris, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

Morris Elementary School is truly a model of educational success. The award specifically recognizes the fifth-grade science program for three initiatives: Project Alpha, chick growing, and Tomato Fest, which all combine learning with hands-on application of scientific theory and research, and which also involve prominent scientists and parent volunteers.

Project Alpha blends learning in science, math, language, and the arts. The children form an aerospace commission designed to study space flight, aerodynamics, weather, physics, and optics. As they accomplish each intelligence-gathering mission, they earn valuable "cash" for their company. They then use the knowledge they have acquired to build and launch model air-powered rockets. The children then make design modifications to their rockets, based on actual flight performance. To earn the privilege of launching their rockets, pupils must pass a tough physics test which covers concepts in energy, mass, light, sound,

the earth's tilt, and Newton's laws of motion.

Fifth-graders also participate in an experiment growing chicks, which includes gauging the effects of diet on growing chickens. The children write the experimental protocol, analyze weight gain, feed intake, and feed/gain conversion. They use math skills to compile data and perform measurements. The children meet with research scientists from the University of Minnesota's College of Agricultural, Food, and Environmental Sciences at the West Central Research and Outreach Center. The scientists talk with the children about research, how to write a scientific hypothesis, and how to conduct a research project that will either prove or disprove the hypothesis.

Fifth-graders also conduct a plant-growing experiment, in partnership with the USDA Soils Lab, located in Morris. The children study how certain variables affect germination, growth, and reproduction in tomato plants. The children are required to take measurements, construct data tables, and present findings at the annual Tomato Fest. One-third of the seeds were flown aboard the Space Shuttle Atlantis in 1997; another third were sealed in a dry container and kept underwater at the Scott Carpenter Space Analog Station in Key Largo, FL; and the rest were kept as a control group at Park Seed Company.

During the fifth-graders' annual science fair, research scientists from the University join area high school students who excel in science. The scientists and high school students visit the fifth-grade classrooms for a "meet the expert day," when they review the science projects, answer questions, and give feedback about the fifth-graders' projects.

While the Award for Excellence in Education recognizes the Morris Elementary fifth-grade science curriculum, the school has also done very well in reading and math, receiving four stars in reading and five stars in math from the Minnesota Department of Education in 2005.

Much of the credit for Morris Elementary School's success belongs to its principal, Brad Korn, and the dedicated teachers and staff. The pupils and staff at Morris Elementary School understand that, in order to be successful, a school must go beyond achieving academic success; it must also provide a nurturing environment where pupils can develop the knowledge, skills, and attitudes for success throughout life. All of the faculty, staff, and pupils at Morris Elementary School should be very proud of their accomplishments.

I congratulate Morris Elementary School in Morris for winning the Award for Excellence in Education and for its exceptional contributions to education in Minnesota.●

#### MARSHALL PUBLIC SCHOOLS, MARSHALL, MINNESOTA

● Mr. DAYTON. Mr. President, today I honor the Marshall Public School District, in Marshall, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

The Marshall Public School District is truly a model of educational success. Marshall Mayor Bob Byrnes nominated the local school district for an Award for Excellence, based largely upon the many programs offered through a collaboration of the school district, the city, and local businesses.

The programs include the Marshall Public School District's Mentor Connection Program, which gives students an opportunity to shadow Marshall business, nonprofit, and government leaders; the Talents Academy, which pairs the brightest instructors with gifted students at a very early age; and the Marshall East Campus Learning Alternative, MECLA, Program, the district's alternative education program for students at risk of dropping out of high school. All of these reflect the belief of the Marshall community that "all children are important resources."

The growth and achievement shown by Marshall's students have supplied benchmarks for other Minnesota school districts. Students achieved 90 percent reading proficiency and 80 percent math proficiency on the Minnesota Comprehensive Assessment tests. Over 50 percent of Marshall's teachers have at least a master's degree.

The Emerging Leadership Investment Program for Marshall's minority residents demonstrates the effectiveness of collaboration on the local level. The partnership between the city, its schools, and its businesses has also produced an extremely successful intramural sports program at Marshall High School, which allows a cross section of students to interact socially in a structured, recreational setting, while benefiting from physical activity. The program will be expanded this fall to deliver the same opportunities to middle school children. In addition, foreign languages, creative writing, and science clubs will be added to after-school activities.

Mayor Byrnes said, "Our community is fortunate to understand the common goal of educating our youth and developing communities that demonstrate their interest in our youth. Communities that value youth, in the end, will retain youth for its sustainable future."

In 2005, the Marshall High School received a three-star rating in math and a five-star rating in reading from the Minnesota Department of Education; the junior high school received a four-star rating in math and a three-star rating in reading; and the elementary schools received three-star ratings in both math and reading.

Much of the credit for the Marshall Public School District's success belongs to its superintendent, Mr. Klint